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# **IMPROVEMENT OF ARTICULATORY DEFECTS**

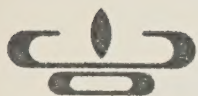
(A Guide to the Classroom Teacher)

Special Education  
Department of Education  
Province of Ontario









## ONTARIO DEPARTMENT OF EDUCATION

### IMPROVEMENT OF ARTICULATORY DEFECTS (A Guide to the Classroom Teacher)

#### Classroom Speech

Every teacher has had to face the problem of helping her children communicate more effectively. Without thinking much about it, we tend to assume that children learn to express themselves spontaneously and easily. Such skills, however, are not inborn traits, but must be learned. Oral expression is developmental. Most children develop in a normal way at the normal rate. About three-quarters of the pupils of public school age whose speech is different enough to draw attention to it, are those who have articulation defects, such as substituting one sound for another, omitting sounds and adding sounds. The classroom teacher can do much to eliminate deviations from the normal speech pattern through a programme of oral language and ear training. Some children, however, have such marked articulation defects that it is necessary to take some positive action. The first step would be to determine if the child has adequate hearing. Children with limited hearing often have articulatory defects.

#### Finding Speech Errors

- (a) Check the child's age on the O.S.R. card.
- (b) Administer Articulation Test A for pupils in Grade 1 to Grade 3.
- (c) Administer Articulation Test B for pupils in Grade 4 to Grade 8.

Articulation Tests A and B will help the teacher discover the sound substitutions, omissions and distortions that the child is producing when he speaks.

When administering Test A, show the child the pictures or objects \* one at a time. Have the child name it. If the sounds are substituted, record the substitutions in the space following the word, e.g. record "toose" if this is what the child says for "tooth".

\* The teacher should acquire a set of pictures to illustrate the words used in Articulation Test A.

Articulation Test A (Consonants and Consonant Blends)

Child's Name \_\_\_\_\_ Tester's Name \_\_\_\_\_  
 Grade \_\_\_\_\_ School \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ Date of Test \_\_\_\_\_

Consonants	Initial	Final
h	hat	soap
p	pin	bib
b	boat	ham
m	mit	
wh	wheel	
w	weiners	
f	foot	cuff
v	vine	hive
th (voiceless)	thumb	wreath
th (voiced)	this	bathe
t	tie	mit
d	duck	bed
n	nut	pin
k (or hard c)	cup	neck
g	girl	egg
ng		ring
y	yellow	fairy
l	ladder	pail
r	red	door
s	soup	ice
z	zebra	eyes
sh	shell	fish
zh		garage
ch	chain	witch
j	jam	cage
Consonant Blends		
bl black	gr green	sw sweater
lb bulb	rg organ	ths five-eights
kl cloak	rj large	spr spread
lk silk	rm worm	str string
ld gold	rn corn	skr screw
fl flag	pr prune	bz ice cubes
lf elf	rp harp	zd blazed
gl glass	rs nurse	dz heads
lg bulge	tr train	gz logs
lm film	rt heart	mz rooms
pl plate	rv curve	nz gums
lp scalp	rz pears	vz knives
rl curl	thr three	thz paths
sl slate	rth earth	ngz swings
ls dolls	shr shredded wheat	nch bench
lv twelve	spr spray	jd ridged



Consonant Blends-(continued)

lz	bells	str	string	mp	camp
lth	health	skr	screw	kw	queen
lch	gulch	rch	church	dw	dwarf
lsh	Welsh	sk	skate	tw	twins
spl	splash	ks	axe	dth	width
br	bread	sf	sphere	ngth	length
rb	rhubarb	fs	muffs	fth	one-fifth
kr	crutch	sm	smoke	pt	slept
rk	fork	sn	snake	mt	dreamt
dr	dress	sp	spade	ft	left
rd	bird	ps	lips	nt	tent
fr	fruit	st	stick	dn	Wednesday

Test B should be discussed with the class before it is administered. While the class is doing independent seatwork, the teacher may call one child at a time to his desk. "Today, I have some sentences for you to read. I should like to listen to you one at a time while the other boys and girls are working quietly at their seats."

If the child is a poor reader, he should be told not to worry, that words will be supplied for him when he doesn't know them. Continuity should not be interrupted by letting the child stumble or become frustrated and tense. The teacher should write down the misarticulations, either the word containing the sound and underlining the sound or the sound itself. A time should be found when the teacher can show the child how to say the sounds correctly in conversation, phrases and words.

Articulation Test B (Administering the Sound Sentences)

Child's Name \_\_\_\_\_ Tester's Name \_\_\_\_\_  
 Grade \_\_\_\_\_ School \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ Date of Test \_\_\_\_\_

p Peter's pet pony, Dapper, is full of pep.  
 b Bill bought a baby bull-dog.  
 t Tim told about his boat trip.  
 d Don likes to go paddling in the pond.  
 k Kathy looks like a queen when she wears her necklace.  
 g Gordon lay on the tiger rug.  
 m Mary is coming to my home.  
 n Nellie is so much fun.  
 ng She sang Christmas songs.  
 wh Jim can whistle, and whine like a dog.  
 w Wes is a warm, friendly person.  
 f Fads are picked up easily by young people.



Administering the Sound Sentences (continued)

- v Vera was brave. Vera walked by the graveyard and she didn't shiver or quaver.
- th (Voiceless) Thelma used a new toothbrush to brush her teeth.
- th (Voice) The brothers clothes themselves in riding suits.
- s Sam saw a bird at recess and told his schoolmates about it.
- sk Scott keeps score for the ball games.
- sl Slow Jill was so sleepy, she slept most of the time.
- ks Snooks can do many tricks. He can beg, pick up sticks and roll over.
- sm Smiling Smith did small favours for everyone.
- sn Mary said, "I'd rather hear you snicker and sneeze than sniff and snore."
- sp Jack learned to spell words like wasp and clasping.
- squ In the night, a door squeaked and a hen squaked.
- st Will you step into my house and stay awhile?
- sw Mary swings the broom right and left when she sweeps.
- z The zebra at the zoo didn't look like a horse because he had black stripes.
- sh Sheila was always wishing for fresh fish cakes.
- zh He showed me how to measure the width of the ceiling.
- ch The speech teacher taught Charles to choose his words with care.
- j Jack imagined he was a magician who changed a hat into a rabbit.
- l Larry told a tale about a yellow sea-gull.
- r Rivety Rivets is my favourite comic.
- h Harry was handy at making doll houses.
- y I saw a horse yawn, when I was in the barnyard yesterday.

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Now that the specific articulatory defects are recorded and if you, as a classroom teacher, should desire to undertake correcting any of these defective sounds, you might experience greater success by first attempting to correct the sound which the child can imitate most easily although he is saying it incorrectly in free speech. If a child is able to use all the consonant sounds in his speech, then he can be taught the blends in words.

When choosing which sound to correct, be sure you are working on one which the child has the maturity to achieve. Speech authorities give the following consonants for these approximate ages as representing normal achievement.

- 3½ years - p, b, m, h, w
- 4½ years - d, t, n, g, k, ng, y
- 5½ years - f
- 6½ years - v, zh, l, sh, j, ch, th (voiced as in "this")
- 7½ years - z, s, r, wh, th (voiceless as in "thin")



A few simple guiding steps in the correction of the sound might be outlined as follows:

- (a) Try to get the child to produce the sound by imitation, in sentences, phrases and words.
- (b) Have him watch you and listen to you as you make the sound.
- (c) Draw his attention to the correct formation of the sound.
- (d) When saying some sounds, such as p, t, w, the child can feel the breath stream on the back of his hand as you say the sound and as he says it, and so "feel the sound"
- (e) If a strip of thin paper is held in front of the mouth as sounds, such as p, b, w, are said, the paper will move allowing the child to "see" the breath stream as the sound is produced.

Carry out, day after day, your programme for the particular sound or sounds you are undertaking to correct, until the child is able to use the sounds correctly. Listen for the sounds in his oral reading and in all his oral work, including free conversation throughout the day. When he uses the correct sounds consistently in free speech without having to be reminded to do so, practice may be started on other sounds.

The manner in which the teacher handles articulatory defects and the relationship which exists between the child and teacher are of prime importance in carrying out any programme for improvement. The teacher must help the child to feel that he is needed, wanted and appreciated. Lessons in speech are an integral part of the regular classroom programme.

#### Suggestions for Practice

"Not one thing else can take the place of doing."

1. Treasure Chest - Place several small objects in an attractive box. The names of these objects contain specific sounds. For the development of the sound "k" the chest might contain a car, comb, cane, kite. Children take the objects from the chest and say their names correctly.
2. Lip Reading Game - Teacher: "I am going to say the names of children in the class, but I am not going to use my voice. Watch for your name. Stand when you see your name on my lips."
3. Have the pupil tell a story from a Flannel Board.
4. Word Sound Pictures - Some words are fun to say and fun to hear. From a story in the reader have the pupils select words they enjoy. Make each word a perfect sound picture, e.g. electricity.
5. Songs - see Bibliography.
6. Poems and Rhymes.



Suggestions for Practice (continued)

7. Word Building.
8. Choral Speaking.
9. Tape Recorder - might be used at regular intervals to record pupil progress.
10. Audio Visual Material - used to motivate class discussions.
11. Speech Records - provide additional material for teacher and pupils to sing and talk together.

NOTE: The classroom teacher should never undertake speech correction for such special cases as stutterers, those with cleft palates, cerebral palsied, asphasic, or those with defective speech due to an abnormal bite, unless under the advisement and guidance of trained personnel.

If the deviation from the normal speech pattern has been diagnosed as an articulatory defect and still persists after a reasonable period of practice, the problem should be referred to a trained speech therapist.

For assistance with any speech problem, teachers are asked to write to the Inspector of Special Education in your area.

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